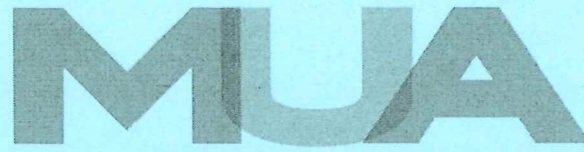


The
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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF EDUCATION ARTS

HIS 115: KENYAN GOVERNMENT AND POLITICS

DATE: 2ND DECEMBER 2024

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided

His administration scheme was based on a system in which administration in the colony was to be in a clear descending order where British Governor was to be placed at the top. His vision of the settlement was that of a single unit in which the British administrators and the natives worked side by side (Lugard, 1965). The Indirect rule in the simplest form was a hierarchical pyramid in which the governor's position was on the top, and the other British officials and administrators worked below him.

Territorial division of the colonies was furthered by making provinces that were subdivided into divisions and districts. Province and district-level administrators oversaw the work of the local chiefs and village headmen. The administration, judicial and departmental branches were under the control of the governor and British officials. The local headmen or chiefs were supposed to be working under their traditions and statuses in their community. The local village headmen or tribal chiefs were in the lowest branch of the colonial hierarchy (Lugard, 1965). The local officers were thus played the role of mediators between the village headmen and the British high ups. In the 1920s Africa, the British had many colonies like Nigeria, Gold Coast, Kenya, Sierra Leone, Gambia, Tanganyika, Uganda, Nyasaland, North and South Rhodesia, and South Africa.

The concept of indirect rule was very much suited to the British administrators as they instead, of detribalizing the people, supported their tribal ethnic groups. The hierarchical British administrative system was easy to transfer to the colonies where chiefs and sub-chiefs or village headmen became part of this system. The British also did not have sufficient resources to create new socio-economic and political institutions (Vail, 1989 & Berman, 1974). Another reason for the feasibility of indirect rule was that it was much cheaper than direct rule. Hiring a massive number of British administrative staff was very costly, and there was also a scarcity of staff. Instead, the local chiefs were cheaper than the European administrators (Vail, 1989).

Illife and Berman have pointed out that this structure of indirect rule gave the colonialists a moral right to rule. Because the colonialists were not interfering with the local practices of the people, they saw themselves as the saviours who would bring civilization to these savage people. The acquiescence of the local chiefs, headmen to

QUESTION FIVE

- a) Explain the duties of a chief as a representative of the executive in the location. **(5 marks)**

- b) Citing examples from the Kenyan government, discuss the fundamental functions of a government. **(10 marks)**

QUESTION SIX

- a) Describe five challenges facing the Kenyan government. **(5 marks)**

- b) Examine the major barriers to democracy in Kenya. **(10 marks)**